## Self-Awareness

Module 9

Transition Roundtables November 18 & 19, 2008

## Information

- Adolescence is the time when young people start forming a self-identity
  - The adolescent turns to peers and others outside the family for models and support
  - Still largely rely on the support and guidance of their parents (and teachers?)
- Many students with disabilities do not have the learning opportunities or day-to-day experience to develop a positive selfawareness
  - Consequently they frequently develop unrealistic expectations for the future

- In order to act in a self-realizing manner, students must have a basic understanding of:
  - Their strengths, weaknesses, abilities, and limitations
  - The knowledge of how to utilize these attributes to benefit his/her life
- Students must be able to understand their own uniqueness
- Students with disabilities (and their families) may dwell more on what they can't do than their skills and abilities

## Assessment

- Self-assessments
  - · Have students assess their behavior during a difficult
  - What difficulties did you encounter and how did you deal with them? Did you show empathy and respect for those involved? How adaptable were you? Were you able to control your mood?
- Have students keep a daily/weekly journal recording their thoughts and feelings
- · Have students complete informal assessments - Handouts
- Commercial assessments
- · Life Centered Career Education (LCCE)
- · Transition Planning Inventory (TPI)

## Strategies to teach self-awareness skills

- > Teach that each individual is unique
- · Students develop a personal profile and compare profiles to see how each student is unique
  - · Favorite food
- · Last movie they saw
- · Who taught them to swim
- · Other questions appropriate to age and skills
- · Students identify interests and abilities and how these will have an impact on what they do after they leave school

- · After several sessions as described on the previous slide, discuss that a disability is one more thing that makes people unique
- · The emphasis is on students being unique and capable
- · Students identify unique learning needs
- Students apply that knowledge to identify supports they might need to be successful during school and after they leave school

	-
Involve the student in the Eligibility	
Determination meeting	
<ul> <li>Prior to the meeting, share the evaluation information with the student, explaining tests and</li> </ul>	
the test results	20 A STATE OF THE
With the student review the student's	
transcript and UPASS results	
<ul> <li>Show how disability may impact test scores, grades</li> </ul>	
<ul> <li>Guide the student in suggesting accommodations, strategies to enhance his/her learning</li> </ul>	
Stategies to simulate may not be a simulated as a simulated may be a s	
Commercial curricula	
· LCCE - Personal Social Skills	
<ul> <li>Achieving self-awareness</li> <li>Acquiring self-confidence</li> </ul>	
Handouts:	
<ul> <li>Self-knowledge self-assessment</li> </ul>	
<ul> <li>Self-assessment</li> <li>A Look to the Future</li> </ul>	
A LOOK TO THE I MIMIC	

Activity:
 Using the handout, A Look to the Future, develop a picture of your own future